













HISTORY CURRICULUM PROGRESSION MAP

HISTORY

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Knowledge Category Symbol	Knowledge Category	Definition
 <p data-bbox="226 300 336 320">Settlements</p>	Settlements	<p>Throughout history people have organised themselves into settlements. Aspects of knowledge that may be included in this category are: • homes (including the types of materials used and construction techniques) • sanitation • heating • public facilities (e.g. libraries, bath houses) • monuments and memorials • gathering places (e.g. citadels, amphitheatres, town squares) • the nature of a settlement (e.g. villages, towns, cities) • defences • important features (e.g. proximity to a river or sea port).</p>
 <p data-bbox="226 517 336 537">Beliefs</p>	Beliefs	<p>Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did. Aspects of knowledge that may be included in this category are: • pagan practices • organised religions • key events (e.g. sacrifice) • ideologies • symbols</p>
 <p data-bbox="226 732 336 783">Culture and pastimes</p>	Culture and pastimes	<p>Evidence of culture and pastimes exists from some of the earliest civilisations. Aspects of knowledge that may be included in this category are: • artworks • artists and artisans • jewellery • architecture and architects • games • sports • plays and theatre • music and instruments • great thinkers and big ideas (e.g. the Enlightenment) • stories and books</p>
 <p data-bbox="226 979 336 1000">Location</p>	Location	<p>It is a common misconception that events or periods in history were widespread or even global. For example, we sometimes think that the Romans ruled the whole world until the Anglo-Saxons came along to oust them, followed by the Vikings. Knowing that history involves both time and place is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are: • modern geographical locations (e.g. Iran) • historical geographical locations (e.g. Mesopotamia) • multiple locations, including the associated terminology (e.g. empire, commonwealth, union) • movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest).</p>
 <p data-bbox="226 1303 336 1324">Main events</p>	Main events	<p>History is often thought of in terms of events and when they took place. Aspects of knowledge that may be included in this category are: • key 'stories' and events • dates and durations • key figures • the changes (or continuity) brought about by events (including achievements and legacies) • significant events that happened elsewhere at the same or a similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ).</p>

 <p>Food and farming</p>	<p>Food and farming</p>	<p>How people throughout history have found food to sustain themselves is an important part of historical knowledge. Aspects of knowledge that may be included in this category are: • main food groups (e.g. grains, fish) • popular foods and dishes • methods of collection (e.g. hunter-gatherers, farming) • important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation) • use of animals • trade in foods and spices.</p>
 <p>Travel and exploration</p>	<p>Travel and exploration</p>	<p>How people have travelled, and how far they have travelled, has developed dramatically throughout history. Aspects of knowledge that may be included in this category are: • types of transport and how they were powered (e.g. foot and animals) • technological advancements and their pioneers • breakthrough events (e.g. the Moon landings) • reasons for travel (e.g. to explore, conquer, trade, survive) • trade routes • holidays and how they have changed because of transport.</p>
 <p>Conflict</p>	<p>Conflict</p>	<p>Conflict has affected human behaviour throughout history. Aspects of knowledge that may be included in this category are: • historic events • reasons for conflict (e.g. invasions) • weapons • defences • resistance • tactics • types of conflict (e.g. battles, wars) • resolutions to conflicts.</p>
 <p>Society</p>	<p>Society</p>	<p>Society is the way that groups organise themselves. Aspects of knowledge that may be included in this category are: • life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural) • education • crime and punishment • health and medicine • clothing • social organisation (e.g. nation states, systems of government).</p>
 <p>Artefacts</p>	<p>Artefacts</p>	<p>Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. Artefacts, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like. Aspects of knowledge that may be included in this category are: • tools • ornaments • household items • coins • diaries • historical accounts • newspaper reports.</p>

History intent

At Belthorn Academy Primary School we want to motivate and inspire future lovers of history through creative teaching and immersion in our Discover topics, which have been chosen with our pupils in mind. We want our children to be so enthralled by their learning that they actively seek out information from different periods of history and discuss its relevance today, making links to their own lives and modern society.

From a starting point of our own families in EYFS, the children will develop knowledge and skills throughout Key stage 1 and Key stage 2 until they leave in year 6 being able to talk confidently about events in different time periods, being able to discuss links and use this to form opinions, through studying a range of events and important historical people. They will be able to apply this knowledge to the world in which they live in and be able to debate and discuss historical issues, using appropriate vocabulary.

Character Education

Our school values seek to ensure that through our curriculum we teach our children to be ambitious, passionate, kind, confident, happy, safe, valued, resilient and accepting. These values permeate through everything we do as a school.

We promote Character Education in History through the following:

- Critical thinker- being able to links skills to a variety of subjects and areas
- Citizenship- the impact of historical leaders/events on today and the future
- Fairness- between how people live and reasons for this, how and why leaders ruled the way they did

	Autumn	Spring Explore	Summer
Pre School	What do you celebrate?	What grows like a beanstalk?	Is outdoors the place to be?
Reception	What makes me unique?	What makes the world around us?	Can you tell a tale?

Year 1	Was the past a blast?	Where can Disney take us?	Do we live in a wonderful world?
Year 2	Does being brave make you stronger?	What does it mean to belong?	Can you create the feeling of Hakuna Mattata?
Year 3	How did people from the past shape the world?	Are we stewards of the world?	Would you rather stand out or fit in?
Year 4	How much power is too much power?	Is Europe a great continent?	Is it right to always to the right thing?
Year 5	What makes Britain great?	Do we always appreciate everything we've got?	What is true beauty according to you?
Year 6	Is change always a good thing?	What makes the Earth angry?	Does everyone's opinion matter?

Pre-School

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn	What do you celebrate?	<p>Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.</p> <p>Children will learn that there are seven days in a week and the order of the days through songs and rhymes – Know that there are key people in my life – starting to understand my own family history</p> <p>Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families.</p> <p>Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary.</p> <p>Religious festivals -children will learn about the religious festivals celebrated in this country and around the world. This is linked to our RE days (see RER curriculum overview) -name religions/faiths</p>	<p>Today tomorrow yesterday culture religion celebrate Chinese new year animals past present now families difference similarities</p>	<p>Stay and play to show parents the classroom and see some of the work they have done.</p> <p>Practise and perform a Christmas singing performance</p>	<p>Visits to religious settings/buildings</p> <p>Visits from family members to discuss their family/differences/cultures</p>	<p>Progress is recorded in a variety of different ways. Staff within the EYFS Unit know the children extremely well, ensuring that they have a deep understanding of the child's progress. Progression is recorded on applications such as Class Dojo and ... Learning is also shown through our detailed displays which includes;</p> <ul style="list-style-type: none"> - Pictures - Vocabulary - Pupil voices <p>An overview of the session taught.</p>

		<p>-name festivals celebrated and how people may celebrate</p> <p>Bonfire Night - Children know that Bonfire Night is celebrated every year -Children can talk about Guy Fawkes and his plot using gun powder - Children know that this happened a long, long time ago - Children know that we celebrate Bonfire Night by lighting a bonfire, fireworks, using sparklers - Children can talk about their own experiences of Bonfire Night</p> <p>Christmas -Children know that Christmas happens every year and people use an advent calendar to countdown -Children know that people decorate their homes with lights and Christmas trees -Children know that people write cards and exchange gifts -Children know that it is a time when families come together and celebrate - Children can talk about their own experiences of Christmas</p> <p>Chinese New Year - Know that Chinese New Year is celebrated every year around the world not just in China - Children will learn that Chinese New Year is also called the Lunar New Year - Children will learn that Chinese New Year is a 15-day festival with the new moon - Children will learn that Chinese zodiac animals are used to represent the years</p>				
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Spring		The World : knowledge and skills revisited throughout this unit when strong links can be made				
Summer		<p>How have you changed from the beginning of the year to end of the year? Compare and contrast. Similarities and differences</p> <p>The World knowledge and skills revisited throughout this unit when strong links can be made</p>				

Reception

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn	What makes me unique?	<p>Talk about past and present events in their own life and in the lives of family members. Changes over time Small world reconstruction Talk about their immediate family Familiar situation in the past -Start to understand chronology through learning about our own family history - Learn that there are seven days in the week and twelve months in a year - Know that a timeline is used to describe the order in which events happen - Know how to order our own growth using a timeline Children will learn about similarities and differences in relation to places, objects, materials and living things. Similarities and difference between themselves and others Remember and talk about significant events in their own experiences Recognise and describe special events</p> <p>Religious festivals -children will learn about the religious festivals celebrated in this country and around the world. This is linked to our RE days (see RER curriculum overview)</p>	<p>Today Yesterday Tomorrow Morning Afternoon Days of the week Past Present Months of the year Son Daughter Niece Nephew Grandchild Celebration Relatives Developing Similar Relationship Descendants Chronology Celebration Past Present Diwali Diva lamp Guy Fawkes King James Bonfire Night Culture Diversity Religion</p>	<p>Stay and play to show parents the classroom and see some of the work they have done.</p> <p>Practise and perform a simple nativity</p>	<p>Christian Traditions</p> <p>Family history-similarities/differences/cultures</p>	<p>Progress is recorded in different ways. Staff within the EYFS Unit know the children extremely well, ensuring that they have a deep understanding of the child's progress. Progression is recorded on applications such as Class Dojo and Evidence is also clear through detailed displays which includes; - Pictures - Vocabulary - Pupil voices An overview of the session taught.</p>

		<p>Bonfire Night - Children know that Bonfire Night is celebrated in England on the 5th November every year -Children can talk about Guy Fawkes trying to blow up the Houses of Parliament and King James - Children know that this happened a long, long time ago in the past - Children know that we celebrate Bonfire Night to remember that King James survived, and that Guy Fawkes was caught - Children will learn that we celebrate Bonfire Night by lighting a bonfire, fireworks, using sparklers, burning a Guy</p> <p>Christmas -Children know that Christmas is celebrated all around the world - Children will explore how different children celebrate Christmas around the world -Children know that Christmas happens on the 25th of December and people use an advent calendar to countdown - Children know that people decorate their homes with lights, Christmas trees and wreaths -Children know that people write cards and exchange gifts</p>				
Spring	The World knowledge and skills revisited throughout this unit when strong links can be made					
Summer	<p>How have you changed from the beginning of the year to end of the year? Compare and contrast. Similarities and differences</p>					

The World knowledge and skills revisited throughout this unit when strong links can be made

Year 1						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	Was the past a blast?	<p>Chronology Understand the difference between past and present</p> <p>Order and sequence familiar events and objects</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Use everyday terms about passing of time such as 'a long time ago' and 'before'</p> <p>Events/People and Changes Retell some events beyond their living memory which are significant nationally and globally</p> <p>Describe some changes within their living memory including aspects of national life, where appropriate.</p> <p>Interpretation / enquiry and using sources Make simple observation about different people, events, beliefs and communities</p>	<p>Events -know when the event happened -place on a timeline -order events surrounding these people -compare buildings/materials to now -compare similarities and differences between clothing/jobs</p> <p>Change within living memory- King Charles Events beyond living memory significant nationally and globally- Great fire of London Lives of significant individuals who have contributed nationally and internationally- Wright brothers and Rosa Parks Significant historical events people and places</p>	Timeline, Chronology Living memory, present, future, hero, achievements, similarity, differences, WWI, soldier, commemorate, remember, events, compare, significant, flight, fairness, equality,	Class assembly for parents	<p>Visits from special visitors to talk about events in their life</p> <p>Play games from the past</p> <p>Visit historical buildings</p> <p>Big people little stories biographies</p>

	<p>Use sources to answer simple questions about the past</p> <p>Choose parts of stories and other sources to show they know about the past</p> <p>Communication Describe special or significant events</p> <p>Retell simple stories from the past</p> <p>Use simple historical terms</p>	in own locality- Covid and AS ABOVE			
Spring	The World knowledge and skills revisited throughout this unit when strong links can be made				
Summer	The World knowledge and skills revisited throughout this unit when strong links can be made				

Year 2						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	Does being brave make you stronger?	<p>Chronology Order and sequence events and objects Recognise that their own lives are similar and/or different from people in the past Use common words and phrases concerned with the passing of time.</p> <p>Events/People and changes Demonstrate awareness of the lives of significant individuals in the past who</p>	<p>People and events -to know how life changed because of these people</p> <p>-To know how they changed future events</p> <p>Change within living memory- Queen Elizabeth</p>	<p>Inventors Change Significant Past Present Influence Awareness Events Locality Sequence</p>	Using paint- create presentation for current year 3s about Titanic	<p>Walks in the local area Historical buildings Visitors to talk with the class Religious buildings- class trips</p>

		<p>have contributed to national and international achievements Develop awareness of significant historical events, people and places in their own locality</p> <p>Interpretation/ enquiry and using sources Ask and answer simple questions about the past through observing and handling a range of sources Consider why things may change over time Recognise some basic reasons why people in the past acted as they did Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Communication Talk about what/who was significant in simple historical accounts Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts</p> <p>Identify some of the basic ways in which the past can be represented</p>	<p>Events beyond living memory significant nationally and globally- Titanic- Wallis Hartley Lives of significant individuals who have contributed nationally and internationally- Florence Nightingale and Marcus Rashford Significant historical events people and places in own locality- AS ABOVE- Wallis Hartley lead violinist on titanic from Colne</p>	Sources, royal, local,		Tolerance of faiths and beliefs Mutual respect of each other views and opinions
Spring	The World knowledge and skills revisited throughout this unit when strong links can be made					
Summer	The World knowledge and skills revisited throughout this unit when strong links can be made					

Year 3

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	How did people from the past shape the world?	<p>Chronology Use some dates and historical terms when ordering events and objects Demonstrate and awareness that the past can be divided into different periods of time Explore trends and changes over time</p> <p>Events, people and places Describe and give reasons for some changes In Britain from Stone age to iron age. Describe some aspects of the roman empire and recognise its impact on Britain Demonstrate knowledge of aspects of history significant in their locality.</p> <p>Interpretation, enquiry and using sources Use sources to address historically valid questions Recognise that our knowledge of the past is constructed from different sources of evidence Describe some of the ways that the past can be represented</p> <p>Communication Discuss some historical events, issues, connections and changes Select and organise historical information in a range of ways Use relevant historical terms and vocabulary lined to chronology</p>	<p>Eras/events/people -name civilisations - sequence on a timeline -changes over time -how these have impacted Britain? -what is an empire? -why did they invade? -were they successful? -what is prehistoric</p> <p>Stone age Bronze age Iron age Romans Late Neolithic hunter-gatherers</p>	<p>Empires, Civilization, Ancient, Earliest, Prehistoric, Pre history , AD BC, conquered, Sources, Invasion, Invaders, Invade, Empire, Romans, Celts, Caesar, Claudius, Achievements, Settlements, Prehistory, secondary sources, Neolithic, Mesolithic Palaeolithic, artefact, civilisation, domesticated, religion, trade, archaeologist, hunter gatherers Sources, Invasion, Invaders, Invade, Empire, Romans, Celts, Caesar, Claudius,</p>	<p>Cooking day- different recipes from the past</p>	<p>Stone age day- external visitor</p> <p>Awareness of different periods in history and beginning to see links with prior learning Social – how different societies worked together</p> <p>Awareness of different cultures and traditions</p>

Spring	The World knowledge and skills revisited throughout this unit when strong links can be made
Summer	The World knowledge and skills revisited throughout this unit when strong links can be made

Year 4						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	How much power is too much power?	<p>Chronology Use dates and historical terms when ordering events and objects Identify where people and events fit into a chronological framework Explore links and contracts within and across different periods of time</p> <p>Events/people/ changes Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appear Demonstrate more in depth knowledge of one specific civilisation Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Demonstrate knowledge of ancient Greece including Greek life and achievements and their influence on the western world</p>	<p>Events/People Ancient Egypt- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Greece- a study of Greek life and achievements and their influence on the western world Local History study a depth study linked to one of the British areas of study listed above – focus on concept of power(mill owners, Pharaohs, local leaders)</p>	<p>Empires, Civilization, Ancient, Earliest, Egypt , Egyptian, AD BC, Pharaohs, hieroglyphs, Gods, Goddesses, Mummification, Nile, Sphinx , Sarcophagus, embalming, irrigation of River Nile, conquered Athens Democracy Economy Sparta City state Rivals Ancient BC –Before Christ BCE-Before the common era (secular) AD- In the year of our Lord CE-Common Era (secular) Timeline Modern Civilisation</p>	<p>Create an information booklet to go in the reading area</p>	<p>Visit to local mills Local history museum visitor to school Art/clay workshop Democracy Rule of Law Individual liberty Awareness of societal changes and differences Cultural traditions and practices</p>

	<p>Interpretation, enquiry and using sources</p> <p>Use sources to address historically valid questions and hypotheses Recognise how sources of evidence are used to make historical claims Recognise why some events happened and what happened as a result Identify historically significant people and events in different situations.</p> <p>Communication</p> <p>Discuss significant aspects of, and connections between different historical events Select and organise relevant historical information to present in a range of ways Use relevant and appropriate historical terms and vocabulary linked to chronology.</p>				
Spring	The World knowledge and skills revisited throughout this unit when strong links can be made				
Summer	The World knowledge and skills revisited throughout this unit when strong links can be made				

Year 5						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values

<p style="text-align: center;">Autumn</p>	<p style="text-align: center;">What makes Britain great?</p>	<p>Chronology Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places, and periods of time fit into a chronological framework Describe links and contrasts within and across different periods of time including short-term and long term time scales.</p> <p>Events People and changes Describe some aspects of Britain's settlement by Anglo Saxons and scots</p> <p>Interpretation, enquiry and using sources Use a wider range of sources as a basis for research to answer questions and to test hypotheses Recognise how our knowledge of the past is constructed from a range of sources Evaluate sources and make simple inferences Choose relevant sources of evidence to support particular lines of enquiry</p> <p>Communication Discuss and debate historical issues Use appropriate vocabulary when discussing and describing historical events Construct responses to historical questions and hypotheses that involve a selection of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings.</p>	<p>People/Events Focus on Britain through Victorians and links with the western world World war- battle of Britain -Anglo Saxons and scots settlements Local History study- Victorians but expand beyond locality (important inventions of Victorian era)</p>	<p>Oral, primary and secondary sources. Evacuee, Blitz, Host family, Ration, Propaganda, Air Raid, Morrison, Anderson, Anne Frank, Nazi, Axis, Allied Angles, Saxons, Jutes, Invaders, Settlers, Kingdoms, Sources, Chronological order, settlement, Runes. Kennings</p>	<p style="text-align: center;">Assembly delivered to parents about learning this term</p>	<p style="text-align: center;">Opportunity to explore the history of Britain Local walks of Belthorn/relate to other areas Influence on modern Britain Visit to places with historical importance/relevance LS Lowry- history and background of artists</p> <p style="text-align: center;">Democracy Rule of Law Individual liberty Tolerance Awareness of different cultures and traditions</p> <p style="text-align: center;">Appreciation of how life has changed throughout the different eras</p>
<p style="text-align: center;">Spring</p>	<p>The World knowledge and skills revisited throughout this unit when strong links can be made</p>					
<p style="text-align: center;">Summer</p>	<p>The World knowledge and skills revisited throughout this unit when strong links can be made</p>					

Year 6

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	Is change always a good thing?	<p>Chronology Use dates and a wide range of historical terms when sequencing events and periods of time Develop chronologically secure knowledge of the events and periods of time studied Analyse links and contrasts within and across different periods of time including short term and long term scales</p> <p>Events/People and changes Describe aspects of the Viking and Anglo-Saxon struggle for the kingdom of England in the time of Edward the Confessor Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 Describe key aspects of a non-European society. Mayan civilization C AD 900</p> <p>Interpretation enquiry and using sources Regularly address and sometimes devise historically valid questions and hypotheses Give reasons for contrasting arguments and interpretations of the past Describe the impact of historical events and changes Recognise that some events, people and changes are judged as more significant than others.</p> <p>Communication</p>	<p>People/events -raid and invasions -Viking and Anglo Saxon raids and invasions -non European society that contrasts with British History- Mayans Link back to British history e.g battle of Britain (prior learning link)</p>	<p>Legacy, sources, Maya, Mayan, Historic monuments, Architecture culture Mesoamerica, Civilisation, settlement Conversion Invasion</p>	<p>Assembly delivered to parents about learning this term</p>	<p>Awareness of different cultures and traditions – link to prior learning Democracy Rule of Law Individual liberty Tolerance How did these differ during different eras?</p>

	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms</p> <p>Choose the most appropriate way of communicating different historical findings.</p>				
Spring	The World knowledge and skills revisited throughout this unit when strong links can be made				
Summer	The World knowledge and skills revisited throughout this unit when strong links can be made				